

Curriculum Policy



Date	01.01.2024
Review Date	01.01.2025

At Hambling View we believe that each child is an individual, therefore, we strive to overcome all barriers to their learning.

Our aim is to instil or reignite a love of learning so that all students become leaders in their own success. We are aspirational for our students and aim for all the children at Hambling View to learn, achieve and succeed in different ways to reach their full potential. We are committed to providing excellence in education (academic, social, emotional and moral) for all of our students.

Inclusion is at the heart of all decision making and development work. We seek to provide excellence in educational opportunities by providing a broad, balanced and accessible curriculum which has been adapted to meet the needs of our students.

Our school provides a modified curriculum for our students who have prior attainments well below expected levels in all or most areas of the curriculum. Throughout their time at Hambling View we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant and meaningful learning experiences which support our students to reach their full potential.

The Hambling View curriculum is underpinned by the National Curriculum statutory entitlement for all children yet is adapted to meet the individual learning needs of our students who may be learning at a significantly lower level or may have large gaps and so follows a developmental pathway that focusses on both cognition and communication.

Our rich, vibrant and ambitious curriculum has been designed to ensure that it is aspirational for all learners while meeting the needs of the individuals. At Hambling View we:

- Create learning environment in which students feel safe to learn, make mistakes and celebrate successes thus promoting positive attitudes to learning
- Create opportunities which are personalised to the individual so that all are able to make progress.
- Be meticulous in our endeavours to respond to the needs of the young people and develop their strengths.
- Provide learning opportunities in a range of different contexts including classrooms based, small group, individual and outdoor learning.
- Consistently assess learner progress and use this assessment to plan next steps.
- Methodically and diligently narrates and reports to a pupil's EHCP.
- Provide appropriate bespoke transition which leads to purposeful and ambitious 'next steps' at all levels.
- Draw on real life experiences to ensure that learning is meaningful.
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in their lives beyond school.
- Develop pupils' independent learning skills and resilience, to equip them for further education and employment.

These curriculum aims are underpinned by our values:

Achievement

-where all members of our community are recognised for their successes at all levels and in all areas. Our lessons will be carefully adapted so that all learners feel success in all areas of the school curriculum.

Respect

-for ourselves and for others, both in our individual endeavours or when working as part of a team so our curriculum promotes cooperation and teamwork where classrooms are characterised by paired and group work where students work toward a common goal.

Community

-within the school, in the local area and the wider national and international communities so that our students become confident and active global citizens. Our school values the rich diversity of the community and represents diverse voices

Education Health & Care Plan (EHCP)

All students who join Hambling View have an EHCP. They will have arrived at Hambling View from a variety of different contexts and some may have had a negative experience of school. Therefore, it is important to us that they develop their love of learning and their confidence in themselves as learners from the start. The supportive and nurturing environment at Hambling View which allows students to learn in small groups, supported by highly motivated staff will ensure that our students flourish. They will develop self-belief, resilience and independence in a highly structured and supportive environment so that they build the skills and develop the talents needed to be successful in more challenging, real-life environments.

- An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.
- EHCPs identify educational, health and social needs and set out the additional support to meet those needs. All plans contain strengths and areas of development and long term and short-term outcomes for individuals.

Curriculum Delivery

Learning will be organised via a range of different mediums including:

- Within specific timetabled lessons
- Through involvement in daily Maths and English skills sessions
- Integrated into other subject areas as appropriate to the context
- Incidental and as part of a well-planned, broad and balanced curriculum which includes outdoor learning

We operate a stage, not age approach to the planning and delivery of our curriculum (except PSHE which may need to be delivered to students in an age-appropriate way due to the nature of the challenges that young people face beyond the school environment):

- Planning is reviewed regularly to ensure that we respond to the individual needs, interests and stage of development of each pupil.
- With each stage, students may be involved in projects within the school or the wider community, visits to engaging and inspiring places or encounters with visitors and speakers.
- The approach includes National Curriculum subjects and accredited syllabus as appropriate to the individual needs of the students.
- Communication, personal development and life skills are the pillars of our curriculum and are included in all we do.
- Literacy and numeracy development is at the core of our curriculum and is threaded throughout the planning from Maths and English lessons and specific interventions to cross curricular opportunities to practice and build new skills. Staff CPD focussed on developing literacy and numeracy across all subject areas.

National Curriculum coverage within our Aspirational Curriculum:

- At KS3 and KS4, each SOL builds on the knowledge, skills and understanding set out in the National Curriculum for English, Maths, Science and Humanities. However, due to the significant barriers to learning that our students face the curriculum content will be selected for relevance, linked to real life experiences, and adapted to meet the needs of the individual learner. Content will go through a continual cycle of review to ensure that it is appropriate for the learners.
- Maths progression is planned using individual initial assessment and then accessing an adapted version of White Rose Maths at the level appropriate to the student's current level.
- The topics covered, skills and content are relevant to the keystage of the class group and adapted for the individual students.
- At Hambling View each pupil has a personalised Learning Pathway which compliments their Individual Learning Plans. The Learning Pathway recognises strengths, needs and aspirations resulting in a provision that ensures the best chances of success into adulthood for all of our pupils.
- All students take part in weekly PSHE lessons.

All students in Keystage 3 will have the following lessons in their timetable:

Subject	Lesson Allocation Per Week
English	4
Maths	4
Science	2
Humanities	2
PSHE	1

Computing	1
PE	4
Technology	2
Personal Development Programme Year 7 Bronze, Year 8 Silver, Year 9 Gold	4
Outdoor Learning	4

* **Additionally X2 lessons will be allocated to Interventions/Therapies** listed within the EHCP (for example, travel training, Lego Therapy, Basic Life Skills Training)

The curriculum is organised so that students can work together within a key stage to follow the programme of learning that is in place for the year. This means that within a three-year cycle at Key Stage 3 all planned curriculum content is covered.

Students with moderate learning difficulties will have previously experienced significant struggles with their learning and some will have gaps where they have not attended a school. It is expected that in covering each year of the KS3 curriculum within this cycle, students will have the opportunity to close any gaps that they may have. The curriculum is organised as follows:

- Year 1 of the KS3 curriculum will follow the Year 7 curriculum for English, Maths, Science and Humanities, PSHE and Computing
- Year 2 of the KS3 curriculum will follow the Year 8 curriculum for English, Maths, Science and Humanities, PSHE and Computing
- Year 3 of the KS3 curriculum will follow the Year 9 curriculum for English, Maths, Science and Humanities, PSHE and Computing

PE will be organised as a whole school activity where students will attend in mixed Year groups (except football and Rugby). Due to the size of the school an alternative style of PE curriculum will be provided so that students all receive a curriculum that is not only engaging but also allows for the development of key skills and competencies in a range of different sports. The PE curriculum booklet will outline the offer which will be evaluated and reviewed annually to ensure that the quality and content of the curriculum is of a high standard and students can be involved in the shaping of the courses.

*KS4 students who have a keen interest in sports will study the BTEC Level 1 Introductory Award alongside their PE lessons

Alongside the planned subjects, time will be allocated within the weekly timetable for additional interventions as specified within the EHCP such as Speech and Language Therapist, Lego Therapy, individualised Literacy Interventions, ELSA etc.

Keystage 4 students are taught in Mixed classes where appropriate and the curriculum is organised so that it fits with the relevant stage of their Keystage 4 qualification cycle.

However, in Year 11, students will attend a Work Experience programme for one day per week.

Students in Keystage 4 will have timetabled lessons in:

Year 10

Subject	Qualification	Lessons Per Week
English	Entry Level/Functional Skills	4
Maths	Entry Level/Functional Skills	4
Science	BTEC Level 1 Award in Applied Science	2
Choice 1	BTEC Level 1 qualification from list below. Students will also complete one day work experience within the related industry per fortnight.	4
PE	BTEC Level 1 Introductory Award	4
PSHE		1
Personal Development and Employability Skills	ASDAN/Princes Trust	4
Work Experience Year 11	Industry Placement	6

* Additionally, In Year 10, X1 lesson will be allocated to Booster session, Interventions/Therapies listed within the EHCP (for example, travel training, Lego Therapy, Basic Life Skills Training). In Year timetables will be more individualised, based on preparation for next steps

Year 11

Subject	Qualification	Lessons Per Week
English	Entry Level/Functional Skills	4
Maths	Entry Level/Functional Skills	4
Science	BTEC Level 1 Award in Applied Science	2
Choice 1	BTEC Level 1 qualification from list below. Students will also complete one	4

	day work experience within the related industry per fortnight.	
PSHE		1
Personal Development and Employability Skills	ASDAN/Princes Trust	4
Work Experience Year 11	Industry Placement – Terms 3 and 4 (Bespoke programme to fit around the PE timetable across the year)	6

* Additionally, In Year 11, X5 lesson will be allocated to Booster session, Interventions/Therapies listed within the EHCP (for example, travel training, Lego Therapy, Basic Life Skills Training). In Year timetables will be more individualised, based on preparation for next steps

KS 4 Options Choices

Keystage 4 option choices are based around preparation for the world of work, building skills and competencies that will allow them to be effective communication and confident independent adults. All of the BTEC level 1 courses include a module in which students develop a Personal Progression Plan and then will chose another optional Unit from their relevant course.

The BTEC Level 1 Introductory Award will be completed in Year 1 of Keystage 4. Once completed, students can opt to take a second Award in a different subject or to complete further study within the same subject and complete the Level 1 Introductory Certificate in their chosen subject.

Alongside these Units, in Year 11, students will also complete a work experience placement linked to the relevant industry from their chosen course.

All Keystage 4 will compete a Personal Development and Employability course which will support them to develop their skills and provide them with the best opportunity for future employment.

BTEC Level 1 Introductory Award in:

Sport
Based Studies
Performing Arts
Hospitality and Catering
Home Cooking Skills
Information Technology
Construction
Business

For those students who are unable to access a Level 1 qualification, they will complete a Pre-Vocational Studies course at Entry Level 1, 2, or 3 as appropriate during their options choice block. This course will allow them to develop practical, personal, and social skills needed to help them to progress to independent living, future employment, or further vocational study.

Alongside the timetabled subjects, time will be allocated within the weekly timetable for additional interventions as specified within the EHCP such as Speech and Language Therapist, Lego Therapy, individualised Literacy Interventions, ELSA, Booster sessions etc

Students will be supported with their subject choices so that they access the most appropriate qualification to ensure that they all achieve their highest potential and are supported to meet the criteria for their next steps in education beyond Hambling View.

*option choices will be dependent on a number of factors which means that while we will make it a priority to give all students their first choice, it may not always be possible. However, during the planning phase, staff will work closely with students to ensure that they are happy with their final course.

Delivery of English and Maths:

See Maths Curriculum Booklet for more detail

- English and Maths will always be taught by specialist teachers who are skilled in adapting learning within their curriculum area
- The basic skills of English and Maths are taught via 4 lessons per week in all key stages. There is a particular focus on using English & Maths in conjunction with life skills to ensure that learning is relevant and supports students to become literate communicators and mathematical thinkers.
- For some identified pupils, phonics may be taught as part of an individualised programme with a HLTA.
- Practical resources are used to support Maths learning.

It is the responsibility of all teachers to adapt resources to ensure that all students can access and are engaged in learning, making good progress over time.

Resources have been purchased as part of subscription services. The following subscriptions are in place:

- White Rose Maths – Formal and Semi Formal Mathematics Curriculum for Keystage 2 and Keystage 3
- NCFE Functional Skills in Maths and English from Entry Level 1 to Functional Skills Level 2. Resources, including teacher resources, student activity and assessments have been downloaded and added to the curriculum folder.
- Twinkl – Semi Formal Mathematics Curriculum. All resources are downloadable individually. These resources can be used to support, enhance or adapt the White Rose scheme as necessary.
- Beyond English SOL for KS3 (example of a full three terms can be found in the curriculum folder along with the whole English curriculum overview based on the Beyond English Programme.

Reading

Developing good reading skills is a priority at Hambling View. As part of a school-wide strategy, all students in Hambling View undertake an initial Reading Assessment. From this, reading skill areas are determined which determine future planning. Each student is provided with a reading age and ability-appropriate books can then be selected on an individual basis. Students reading is regularly monitored reviewed through their Reading lessons which allows us to track progress.

- Students will have weekly Reading lessons where pupils read their ability-appropriate book independently or to a member of staff.
- Students read a wide range of texts to ensure students experience different genres
- We use Accelerated Reader to monitor and encourage reading at the correct level to ensure that students books are challenging them to progress in their reading
- Students have termly library visits to the community library where students will choose books appropriate to their reading age as well as books of interest. These books will be incorporated into the students 'Reading For Pleasure' sessions during tutor time and social time.

Delivery of Science:

See Science Curriculum Booklet for more detail

- Science will be taught via two, weekly lessons where students will get to experience all three of the science disciplines of Biology, Chemistry and Physics but with a strong focus on Learning about the natural world around them
- Science will include a range or formal classroom-based lessons, practical lessons and real-world learning experiences
- Subject lessons set in mixed age, set by ability KS3 and KS4 classes. The set will be determined at the initial Needs Assessment when a student enters the school based on prior progress data and identified gaps in learning.
- Students in Keystage 4 will be working toward their Level 1 Applied Science Award and where appropriate students can be supported to complete the Level 1 Applied Science Certificate (using Booster Sessions to ensure that the correct number of Guided Learning Hours is allocated)

Delivery of Humanities:

See Humanities Booklet for more detail

- Geography and History taught in weekly discreet subject lessons set in mixed age, set by ability in KS3.
- Each subject will be taught on a termly rotation as shown in the Humanities Curriculum Booklet
- Practical learning will give real life context to classroom-based learning

It is the responsibility of all teachers to adapt the teaching and learning resources to meet the needs of all learners.

Delivery of Computing:

See Computing Curriculum Booklet for more detail

- Students in all key stages develop computing skills and knowledge through weekly discrete lessons.
- The Oak Academy Schemes of Learning and resources ensure coverage of the three key areas of computing. These resources can be adapted and enhanced by the teacher to ensure that students are challenged, supported, and engaged in learning. Lessons will be taught in the traditional style of face-to-face lessons; the online lessons will not be used as a main method of teaching our student but can be used in class, alongside the teacher to support delivery of topics, scaffolding and engagement where appropriate.
- E Safety is a core feature of learning and will be included with in the PSHE curriculum as well as the computing curriculum and also the assembly programme throughout each academic year.
- Students are taught in mixed age groups (within a keystage) and set by ability. They follow the curriculum at the point at which they join the school The set will be determined at the initial Needs Assessment when a student enters the school based on prior progress data and identified gaps in learning.
- At Keystage 4, students can choose to study the BTEC Level 1 Information Technology Award as their option choice.

Delivery of PSHE:

See PSHE Curriculum Booklet for more detail

Our PSHE curriculum is designed to ensure that our students develop respect for others and pay particular regard to the Protected Characteristics (Equality Act 2010).

The PSHE curriculum will:

- Provide a safe and secure environment for students to be informed and to create discussion on important health, personal wellbeing, sex and relationship issues.
- Empower students to communicate their ideas, views, and opinions over a wide range of topics clearly, confidently, and respectfully.
- Support our students in developing tools and strategies to promote positive mental wellbeing so that they can understand and then deal with future challenges.
- Include careers education so that our students are encouraged to see that all doors are open to them for future employment possibilities.
- Include Sex and Relationship Education

PSHE will be delivered in discreet weekly lessons but will also be embedded into other aspects of school life such as, for example, the assembly programme, pastoral activities, student leadership.

Groups: When a student starts at Hambling View, as part of the initial Needs Assessment, prior learning in PSHE will be discussed. If a student has been involved with a strong year group based programme in their previous school then they will have their PSHE lessons in their appropriate year group class. If a student is assessed as having gaps and would benefit from revisiting previous content then they will be placed in a mixed age group class so that they have access to the most appropriate PSHE curriculum to ensure that they are aware how to keep themselves safe and protected from harm.

The PSHE curriculum will be assessed in line with the school Assessment process

Delivery of Careers Education, information, Advice & Guidance (CEIAG):

Our CEIAG curriculum is interwoven through the curriculum:

- Links are made between the curriculum and skills to prepare for a transition to beyond Hambling View.
- The vocational curriculum offer provides further opportunities to develop skills to prepare students for next steps and adulthood.
- All students complete an employability skills course during KS4
- All students will complete a vocational profile which is reviewed and updated throughout Keystage 4. A Certificate Portfolio will form part of the Vocational Profile.
- In Keystage 4, students receive ongoing careers interviews and advice from the school's career's advisor.

Delivery of ASDAN Personal Development Programme (PDP)

This course will be delivered in mixed year group classes across a three-year programme.

Assessment:

Each student will have their own student book and compile a portfolio of evidence to show how they have met the objectives.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy. There are pro forma recording documents (Skills Sheets) to guide them.

The student book contains the following modules:


- Communication
- My community
- Sport and leisure; Independent living
- My environment; Number handling
- Health and wellbeing
- World of work; Science and technology
- The wider world; Expressive arts
- Beliefs and values; and Combined studies.

Students will begin the Bronze Award in their first year and progress through the Silver and Gold in their second and third year of Keystage 3. If a student joins the school mid Year then they will access Booster courses to complete the Bronze Award within their first Year of entry.

*Student books and resources cannot be purchased from ASDAN until the learners are registered. However, the following flyer from ASDA gives information about the course that will be delivered.

All staff will complete the ASDAN training prior to the commencement of teaching the course.

Teacher guidance and support materials will be purchased to ensure that teachers are well supported in the delivery of the qualification. Teachers will also create and adapt materials



Three programmes

Bronze ★

- 60 hours of challenges
- 3 Bronze skills sheets

Silver ★★

- 120 hours of challenges (60 from Bronze)
- 3 Silver skills sheets + 3 Bronze skills sheets

Gold ★★★

- 180 hours of challenges (120 from Bronze and Silver)
- 3 Gold skills sheets + 3 Silver skills sheets + 3 Bronze skills sheets

One curriculum

Learners choose challenges from the PDP student book, which comprises 192 challenges from 12 modules:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values

As well as a **Combined studies** module, which allows learners to mix and match challenges across modules.

Six key requirements

Learners must present a portfolio to demonstrate evidence of their achievements, containing:

- 1 A completed **PDP student book**
- 2 **Supporting evidence** for each challenge
- 3 The correct number and type of **skills sheets**
- 4 **Skills self-assessment** and self-reflection
- 5 **Personal review**
- 6 **Record of progress** and tutor record

Six core skills

The challenges will develop learners' personal, social and work-related skills:

- 🧠 Ability to learn
- 👥 Teamwork
- ⚙️ Problem solving
- 💻 IT skills
- 🗣️ Literacy
- 📊 Numeracy

60+ supporting resources

Free resources to support tutors and learners are available, including:

- introductory presentations
- tutor guides
- how-to guides for learners
- templates and worksheets

Delivery of ASDAN Employability Skills:

All students in Keystage 4 will complete and ASDAN course in Employability Skills. Our students will be encouraged to learn about a wide range of opportunities that will be available to them within their wider society so that they are not limited in their aspiration and they will be prepared to make informed choices at all levels from a range of different types of career.

Students will learn to recognise skills and qualities required for different career paths and can identify those linked to their own aspirations, research and prepare for applications and interviews and learn the valuable skills needed to develop their employability.

Employability qualifications: Entry 2–Level 2 units with credit ratings (2013 standards)

- To achieve an Award in Employability, a minimum of **6 credits** are required – you must complete at least **1 core unit**
- To achieve a Certificate in Employability, a minimum of **15 credits** are required – you must complete at least **2 core units**

Entry 2	Entry 3	Level 1	Level 2
Maintaining work standards (MWS)	Maintaining work standards (MWS)	Maintaining work standards (MWS)	Working to good practice standards (WGP)
	Career exploration (CE)	Career exploration (CE)	Career exploration (CE)
	Applying for a job (AJB)	Applying for a job (AJB)	Applying for a job (AJB)
Exploring job opportunities (EJO)	Exploring job opportunities (EJO)	Exploring job opportunities (EJO)	
Learning through work experience (LWE)	Learning through work experience (LWE)	Learning through work experience (LWE)	Learning through work experience (LWE)
	Enterprise Skills (ES)	Enterprise Skills (ES)	Enterprise Skills (ES)
Communicating with others at work (CWO)	Communicating with others at work (CWO)	Communicating with others at work (CWO)	
Customer Service (CS)	Customer Service (CS)	Customer Service (CS)	Customer Service (CS)
	Exploring business and enterprise (EBE)	Exploring business and enterprise (EBE)	Exploring business and enterprise (EBE)
Health and safety in the workplace (HSW)	Health and safety in the workplace (HSW)	Health and safety in the workplace (HSW)	Health and safety in the workplace (HSW)
		Managing personal finance as an employee (MPF)	Managing personal finance as an employee (MPF)
			Meetings in the workplace (MW)
	Opportunities for learning and work (OLW)	Opportunities for learning and work (OLW)	Opportunities for learning and work (OLW)
	Overcoming barriers to work (OBW)	Overcoming barriers to work (OBW)	Overcoming barriers to work (OBW)
	Participating in an enterprise activity (PEA)	Participating in an enterprise activity (PEA)	Participating in an enterprise activity (PEA)
Planning and reviewing learning (PRL)	Planning and reviewing learning (PRL)	Planning and reviewing learning (PRL)	Planning and reviewing learning (PRL)
			Research skills (RS)
Rights and responsibilities in the workplace (RRW)	Rights and responsibilities in the workplace (RRW)	Rights and responsibilities in the workplace (RRW)	
Tackling problems at work (TPW)	Tackling problems at work (TPW)	Tackling problems (TP)	Tackling problems (TP)
Travelling to work (TTW)			
	Using advice and guidance (UAG)	Using advice and guidance (UAG)	Using advice and guidance (UAG)
			Using ICT in the workplace (ICTW)
Working with numbers (WWN)	Working with numbers (WWN)	Working with numbers (WWN)	
Working with others (WWO)	Working with others (WWO)	Team working (TW)	Team working (TW)



© 2017

The following is a brief outline of other activities that form part of an individualised curriculum at Hambling View:

Drop Down Day (All): Cultural Capital, Music, Art

Students will all engage in one theme day per term which will alternate between Art and Music. They will also have three theme days across the Year to focus on British Values and Citizenship.

School Trips and Residentials (All): Developing cultural capital and individual talents and resilience using outdoor pursuits/community visits and subject based trips including the Natural History Museum, The Globe Theatre and The Science Museum.

There will be annual residential camp, for all students, in the last week of the summer term and where possible an overseas residential where students will learn to appreciate differences in culture and language will take place Biannually.

ELSA

Supporting Social and Emotional Learning through a Trauma Sensitive approach. Elsa allows student to be supported for a range of different social and emotional aspects of their school and real world life, including, Communication, Friendships, Social Skills, Managing Anxiety, Growth Mindset, Problem Solving etc. ELSA is delivered by a trained practitioner.

Individual Mentoring

Identified pupils receive 1:1 or small-group mentoring with specialist practitioners. Sessions are built around a pupil's individual needs with the aim of supporting the pupil to develop school-based skills as well as skills transferable to life outside of Hambling View.

Interventions (as required in the EHCP), eg.

- Lego Therapy
- Speech and Language
- Social Skills
- Autism Mentoring

Links to other policies

- Teaching and Learning
- Assessment
- Sex and relationships